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ABSTRACT

The development and implementation of a tutor training program designed to eliminate adult illiteracy in one area of North Carolina are described in this paper. Various sections of the paper provide information about (1) the history of the program, which was initiated by staff members at the learning center of the Blue Ridge Technical College in 1976; (2) funding and staffing of the project; (3) materials selection; (4) efforts to create community awareness of the project; (5) the tutor training program; (6) project management; and (7) the results of the project in terms of reading centers created, tutors trained, and students served. Appendixes contain job descriptions for various project personnel, lists of materials used in the project, lists of tutor resources, copies of the project budget for two separate years, a copy of the brochure announcing the project, a copy of the constitution of the Blue Ridge Literacy Council, and a copy of a tutor contact sheet. (FL)

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BLUE RIDGE TECHNICAL COLLEGE

ADULT READING PROJECT

Caren Kessler

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June 1981

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HISTORY OF THE PROJECT

For a number of years, persons reading below fifth grade level enrolled in the Learning Center at Blue Ridge Tech for short periods of time and dropped out. Despite efforts by the staff, it was almost impossible to meet the need of these low-level readers for the one-to one contact necessary for them to progress. At many times the Learning Center would have a ratio of fifteen students to one instructor, and, even if the center were not as busy, it proved difficult for the instructor to work with that student for the extended period needed.

As a result, the staff members, as well as the low-level readers, often were frustrated. The staff became determined to meet the needs of these students outside the usual procedures in the center. Several systems were investigated; the Laubach method - utilizing volunteers from the community - seemed to be the most feasible. In 1976,funds for a workshop were secured, and these were used to pay the instructor's travel and expenses. The workshop was held. Members of the staff were trained, along with a few persons from the community. Most of the persons going through the workshop were teachers or persons who planned to work with persons they already knew. Only a few were available to work with our students. Several years passed, and several workshops were held, but only a few tutors were available each time.

It became apparent that many more workshops needed to be held if we were to have enough tutors to meet our needs. The state project in literacy seemed highly unlikely to reach us; indeed, it was phased out later that year. We felt that all we really needed was seed money 1) to make the community aware of the extent of the problem - around fifty persons a year who voluntarily enrolled in the center for help with severe reading problems, 2) to train an extensive pool of volunteers, and 3) to provide a support system for these tutors through a literacy council, reading centers for the tutors to utilize, and a person with reading expertise to work with them.

In 1977 and 1978, we carefully read the grant information available but were unable to find an appropriate source of funds. Then the Governor of North Carolina sent out his priorities for the Appalachian Regional Commission; listed among his top four objectives were reading projects. We made a preliminary application which was favorably received, and in 1979 we received a grant for $45,000 for the first year of a projected two-year program to serve low-level readers in Henderson and Transylvania counties. A reading coordinator and a support person were hired. The project really got underway in September, 1979.

FUNDING AND STAFFING CONSIDERATIONS

1. During the first year of the project, the literacy work was concentrated on establishing six reading centers in Henderson County. The ARC grant of $45,000 was supplemented by an additional $2,000 in matching funds from the state, required since the state categorized books as equipment. Additional in-kind funds were also made available.

During the second year of the grant, the literacy work was expanded to include establishing three additional reading centers in Transylvania County. Although an increased amount of travel money was required to cover two counties, the overall amount needed for the second year was diminished to $39,825 from ARC, $1,200 in state matching funds, and the same amount of in-kind funds.

Budget sheets indicating the use of these monies are included in the appendix.

2. The in-kind funds included a sum of money which was the prorated amount of a faculty member's salary. This person had already initiated her training as a Laubach tutor trainer and would donate 25% of her time as a tutor trainer and resource person for the project. Therefore, providing a tutor trainer for the Laubach materials did not incur any additional expense for the project. However, people who desire to provide this service and who do not have this access to a trainer would need to budget accordingly. A tutor trainer from a nearby literacy council will usually conduct workshops free of charge if any travel and lodging expenses can be provided.

3. Our grant staff included a full-time reading coordinator and a full-time reading project assistant, who also provided clerical support for the program. Job descriptions for these two positions are included in the appendix. Initially we had budgeted funds for paying reading tutors; however, we did not encounter any difficulty in recruiting volunteers for this job. As a result, that extra money was redistributed for supplies and books.

4. $2,000 should be sufficient for obtaining the equipment, supplies, and books for each center if the material ordered is below a fifth grade reading level. We had ordered some materials on the sixth grade level. Therefore, our expenses for each center were a bit higher. The only equipment required for our centers was a storage cabinet, a cassette player, and a chalkboard. Supplies for each center included pencils, audio-visual pens, paper, a pencil sharpener, index cards, chalk, eraser, plastic sheets, and writing pads.

5. Orders from New Readers Press will include a 20% discount if the order is placed by a literacy council or a church group involved in literacy work. This discount is not extended to schools.

6. The need for this kind of project can be justified by records of incoming students and federal census statistics. For example, the Land of Sky Regional Council and Census Bureau statistics indicated that close to 6,000 people in Henderson and Transylvania counties had had fewer than five years of formal education. Also, over half of the adult population in our service area had not completed high school.

MATERIALS

The selection of materials for the reading centers was an ongoing process. Many catalogs were considered and samples of prospective materials were requested. Decisions about which materials to purchase were based on our desire to provide a wide variety of resources useful in remediating skill deficiencies as well as increasing motivation to read and enjoyment of reading. We found the Laubach skillbooks to be adequate for teaching basic phonic skills; however, additional materials were required to provide stimulating reading and flexible approaches to the teaching of reading. An effort was made to provide both fictional and nonfictional materials. When appropriate, games, exercises, puzzles, and other reading systems were also ordered. This variety of materials enabled the people tutoring to develop an individualized program which was appropriate to the strengths and weaknesses of each participant.

Additional materials were donated by various agencies and businesses. The area post offices agreed to save all magazines which were undeliverable if we could come by once a month to pick them up. Also, we wrote letters to several publishing businesses that published magazines which we thought would be of interest to our students. Several companies sent either complimentary subscriptions or copies of previous issues.

A library of resource books was also purchased for tutors. These were to enable the tutors to improve their understanding of the reading process as well as to provide them with ideas for developing their own materials.

To organize all these materials, we developed a color coding system and a bibliography. Each book was marked with a dot, the color of which indicated its readability. We used the grade level provided by the publishing company or rated each book with the Fry Readability scale.

The bibliography was divided into several sections. The first section provided an alphabetical listing of all materials. Under each entry were included the grade level of the book and a synopsis. The second section of the bibliography listed the materials available under each grade level. Finally, the bibliography included a list of the resource books for the tutors and an explanation of the color code used to mark the materials. A list of the books purchased for each grade level and for the tutor resources, along with the publisher of each book, is included in the appendix.

PUBLICITY

Much time and effort were expended in fulfilling our objectives of community awareness of the problem of adult illiteracy and of the assistance available through the Blue Ridge Tech Reading Project. Publicity efforts were also designed to recruit potential tutors and students for the program. Recruiting the non-reading adult posed the most formidable problem since that person could not read any of our printed materials. Therefore, recruitment was done through direct and indirect methods.

The audiences we attempted to inform were primarily the prospective tutor and the person in the community who knew non-readers. Word-of-mouth referrals and radio announcements were most effective in directly informing the non-reading adult.

A 30-minute presentation which discussed the problem of adult illiteracy, described the Blue Ridge Tech Adult Reading Project, and presented a short film on a similar project was organized at the beginning of the year. Working with a directory of agencies and the telephone directory, we formulated a list of organizations and agencies which should be informed about this project because of their contact with either prospective tutors or students. The presentation varied slightly according to the amount of time alloted to the presentation and the audience. At the presentation, brochures were distributed to all people present. When appropriate, additional brochures were left with the organization for distribution.

The following is a list of most of the locations where a presentation was given:

AARP
AAUW
Agricultural Extension
American Business Women's Association
American Legion
Business and Professional Women
Civitan
Church Groups
Church Women United
Community Action Groups
Community Clubs
Council on Aging
Democratic Women's Club
Driver's Licensing Bureau
Eastern Star
Educational Sororities (e.g. Alpha Delta Kappa, Delta Kappa Gamma)
Elks
Fire Department Auxiliaries
Friends of the Library
Homemaker Extension Groups
Interagency Exchange
Jaycees
Kiwanis
Lions Club
Masonic Temple
Meal Sites
Mental Health Association
Ministerial Association
Public Health
Public Housing Authority
Retired School Personnel Organizations
Rotary
Senior Citizen's Organizations & Sites
Sertoma
Sheltered Workshop
Shriner's Club
VFW
Vocational Rehabilitation
Welcome Wagon
Women's Clubs
World War I Veteran's Club
Youth Coop

In addition to presentations, written materials,such as brochures, flyers, posters, and newspaper advertisements,were utilized. Two brochures were written: one was designed primarily for recruiting tutors and the other, written on a simpler level, was designed to be read by the adult with minimal reading skills. Both of these brochures were distributed

at the presentations. In addition, multiple copies of the brochures were displayed in stores, public libraries, tax bureaus, shopping malls, the Chamber of Commerce, YMCA, governmental agencies, industries (example: Berkeley Mills, Olin Paper Manufacturers, American Thread), The Volunteer Services Bureau, and the Migrant and Seasonal Farmworkers Association. Copies of the brochures were also distributed to every school-aged child in the public schools to take home to parents and were distributed to every minister for distribution to his congregation. Copies of these two brochures are included in the Appendix.

A poster was also designed and distributed to about 100 locations throughout Henderson county. One of the local churches volunteered to help with the distribution of the posters. The poster was equipped with a packet of brochures for distribution to interested persons. One problem which we encountered with the posters was that they were not left hanging in their locations for a long enough time.

Two kinds of newspapers were used in advertising the project. The daily newspapers printed descriptions of the project as it first started, announcements of all workshops, and articles honoring the accomplishments of tutors and students. An advertisement soliciting potential students and tutors was also published for three months in the Shopper's Guide, which is delivered weekly to every household in the county.

Other media, such as radio and television, provided additional publicity of the program. Radio announcements were written and recorded by participants in the program who explained why it was important to them to improve their reading and where they were receiving help. These announcements were broadcast as public service bulletins and paid spots for several months. Additional brochures were sent to approximately fifteen other radio stations in North and South Carolina which broadcast in this area with our request to announce the program as a public service announcement. Finally, our first workshop was covered by WLOS, a television station in Asheville, who also offered to do a follow-up story on the program.

In another attempt to reach people who needed to know about the program, we sent letters to all former GED students at the school for the past five years. These letters described the program and requested assistance in informing poor readers about the program. We also encouraged these past students to consider becoming tutors. The response from this attempt was not particularly successful.

A slogan and logo for the program were developed as a promotional idea and as an identifiable symbol for the project. T-shirts were printed with this symbol and were given to all tutors and adult learners after they completed ten hours of tutoring.

The program has also received some attention from professional journals. The Saratoga, a newsletter of the Western North Carolina consortium of Community Colleges, published a description of the program. The Forum for Continuing Education also published an article in its summer edition.

The promotion of the program is really the key to the success of the program. The personal contact between the reading project staff and the community members is crucial to the development of community awareness and involvement.

TUTOR TRAINING

Each person who is interested in volunteering as a tutor is asked to attend a basic literacy workshop. This workshop consists of fifteen hours of training. Normally, the workshops are run in three 5-hour sessions.

The areas of study discussed in the workshop concentrate on the use of the five Laubach skillbooks, the problem of adult illiteracy, the psychology of working with an adult non-reader, manuscript writing, writing for new readers, speech sounds, standard vs. nonstandard English, the use of the neurological impress method, the use of the language experience approach with adults, communication skills, and the selection of appropriate supplementary materials.

Workshops were scheduled as the need arose. The minimum number of participants for whom we would schedule a workshop was ten. As soon as we had enough people express a desire to attend a workshop, one would be scheduled and publicized. Workshops were publicized in the newspaper, on the radio, and through letters sent to ministers and other interested persons. With this kind of schedule, workshops were held, on the average, every three months.

Most of the workshops were held during the day. Since most of the volunteers were retirees, they were free to attend a workshop during this time. However, an evening workshop was scheduled as soon as enough people needed to attend one. Only one evening workshop a year seemed to be sufficient.

People who were interested in working with the project and who had had previous teaching experience were still encouraged to attend a complete workshop. The workshop provided them with an opportunity to familiarize themselves with the materials and techniques being used with the project although they were also encouraged to use their own materials and ideas while tutoring.

An attempt was also made to provide periodic in-service workshops for the tutors. These additional sessions provided exposure to complementary materials and techniques for working with the adult non-

reader. Additional tutoring suggestions were given in the tutor newsletters, which were sent out monthly. This newsletter also informed the tutors about the progress of the reading project.

A tutor's manual was also developed and distributed,along with several other publications, to each person attending a workshop. A copy of this manual is available on request.

MANAGEMENT OF THE PROGRAM

For the two years of the grant, all aspects of the program were under the direct supervision of the reading coordinator. During the second year of the program, plans were developed for the Blue Ridge Literacy Council to assume the responsibility of the management of the program when the grant funding expired in June, 1981.

The Blue Ridge Literacy Council is composed of a group of volunteers recruited from people who were already involved with the reading project. Efforts were made to involve persons from both Henderson and Transylvania counties.

The literacy council is affiliated with the National Association of Literacy Advance and the North Carolina Literacy Association. Guidelines for creating a volunteer literacy council can be found in the NALA Organization Handbook, published by New Readers Press. Guidelines for publicizing the work of the council are detailed in Public Relations and Fund Development, also published by New Readers Press.

To facilitate the transition of the responsibility to the council, job descriptions for tutors, tutor advisers,and tutor coordinators were developed. As the program continues to expand, these positions will be filled by members of the council as the need develops. A copy of these job descriptions and the consitution for the literacy council are included in the Appendix.

In addition, in order to maintain a low operating budget, each of the sponsors for a reading center was requested to provide money to replace materials which were consumed, destroyed through use, or lost. The sponsors also provided the funds for the use of their facilities (electricity, heating, telephone, maintenance, etc.).

By July, 1981, the literacy council will be coordinating the centers, recruiting potential students and tutors, maintaining all records, managing the publicity of the program, and arranging all tutor training. The reading coordinator at Blue Ridge Technical College will continue to function as a consultant for the council and to provide tutor training with other involved staff members.

RESULTS OF THE PROJECT

Reading Centers

As of March 1981, eight community reading centers had been established in the 2-county service area. A suitable location for the ninth and final center was being researched. The centers that had been set up were in church buildings (5), public libraries (1), and school buildings (2). Efforts were made to locate centers at sites throughout both counties. The sponsors were selected because of their locations in the counties and their contact with the community. The more informal and less threatening atmosphere associated with these community centers provided a better location for tutoring than the more traditional, school-based reading classes. However, the centers in the outlying regions of the counties have proved to be less effective than those centers located closer to towns.

All the centers are available for tutoring during both the daytime and evening hours. This arrangement accomodated the job and home responsibilities of both the tutors and the students. In each center, a separate room was designated as the reading center. This insured privacy for lessons as well as convenient access to the materials located in a cabinet in that room.

Tutors

As of March 1981, nine basic literacy workshops had been held. 159 people began workshops and 131 completed their training. Some of the people who completed their training began tutoring with their church literacy programs for non-English speaking immigrants, and some people decided not to tutor. Some of the people who decided not to tutor have been working with the literacy council as volunteers in other capacities. However, 87 volunteer tutors were placed with students and 28 tutors are waiting for assignments.

Students

As of March 1981, 102 students had begun reading instruction and 51 were still attending regularly. The reasons some students stop coming are often beyond our control since they frequently involve conflicts with home, school, and job responsibilities. Other students ceased their lessons with a tutor when they completed the program. Several students dropped out of the program and then resumed instruction later.

Every adult who begins the program is started in the Laubach Skillbook 1. For those who have some reading skills, these lessons are quickly covered as a review and reinforcement of what they already know. Several people have not progressed well with the Laubach materials,

and they have been using other programs and materials.

Completion of each skillbook correlates with the following grade equivalencies:

Skillbook 1 = primer
2 = first
3 = second
4 = third/low fourth
5 = low fourth/fifth

To date, 26 people are working in Skillbook 1; 60 have completed Skillbook 1; 33 have completed Skillbook 2; 22 have completed Skillbook 3; 9 have completed Skillbook 4; and 4 have completed all five skillbooks.

Other Benefits of the Project

Some of the benefits to the participants in the program are not as measurable as their skills progression through the skillbooks. Our expectations that increased literacy will improve self-esteem and break the cycle of non-reading parents rearing non-reading children have proved to be valid expectations although they are more difficult to assess. Some of the training and materials provided to tutors have been designed to increase the self-confidence of the non-reading adult. Tutors have reported a marked increase in their students' verbal responses and willingness to talk. This would indicate that the students are feeling more comfortable with both themselves and their progress toward literacy. Participants have also begun borrowing materials which are of interest to young children and have taken these home to share with their families. This practice should facilitate the breaking of the illiteracy cycle as well as further increase the confidence of the new reader. The borrowing of high-interest materials from the libraries has also slowly increased. This increase indicates a growing awareness by the participants that reading is a worthwhile activity.

The adults in the program also have access to all the institute's resources for further education and job placement. Several of the students receiving individualized help with reading are also enrolled in the Learning Center for improvement of basic mathematical skills and additional work on their reading skills. Students who have completed all the skillbooks can register in the Learning Center to continue their studies. Several students have already done this, and many have expressed their desires to complete their GED's. Students can also receive assistance with job placement. Several students have been referred to and have been counseled by the Blue Ridge Technical College's Career Advisement Center.

Also, because of the number of requests received for assistance for non-English speaking persons, the reading project staff have assisted in the development of an ESL program at the college.

Conclusion

In summary, the project has resulted in very positive achievements but has also indicated areas in which more work needs to be done. More effort needs to be placed in insuring that all community centers become functional prior to June. Reaching the non-reading adults in the outlying areas of the county has been difficult, and until more are reached, the centers in these areas will not provide the greatest possible benefit. In addition, more contact with faculty members needs to be established so that students enrolled in curriculum classes can obtain assistance.

But the program has been very successful in raising the community's awareness of the need for an adult literacy program and of our program's ability to meet that need. An adequate number of tutors and students have been contacted and recruited. The training for the tutors has been more than sufficient for them to effectively deal with the majority of students enrolled in the program. The materials chosen are very appropriate to develop both reading ability and interest. The variety of materials in the program insures that there is an adequate choice to accommodate each participant.

In conclusion, we are satisfied with the accomplishments of the program so far; however, we are cognizant of the work which still needs to be done. We are optimistic that, given the overall success of the program to date and the increased involvement of the literacy council, progress will continue toward our objective of providing increased and improved literacy services to the two counties in which we are working.

APPENDIX

READING COORDINATOR

Responsibilities

A. Setting up community reading centers
   1. secure commitments for locations of centers
   2. order appropriate materials and equipment
   3. develop a bibliography of materials
   4. develop a method of coding materials for readability levels
   5. develop needed materials for centers
   6. recruit students and tutors from the community
   7. interview persons interested in the program as either tutors or students
   8. do diagnostic testing on students
   9. coordinate and assist in tutor training
   10. conduct in-service workshops for tutors and portions of the basic training
   11. develop tutor's manual
   12. coordinate tutoring assignments
   13. meet periodically with tutors and students to evaluate progress and resolve any problems
   14. act as resource person for tutors
   15. supervise the centers and their use
   16. keep volunteers and project staff informed of the progress of the program
   17. write and distribute a newsletter
   18. keep records of tutoring and training and issue certificates as they are earned
   19. keep budget records
   20. write up periodic and year-end reports on the program

B. Develop and implement a plan of promotional action
   1. develop printed materials to inform the community about the program. These materials will be written on the levels appropriate for the intended audience (i.e. prospective tutors or students).
   2. distribute materials throughout the service area for the project
   3. speak with county and local agencies about the program
   4. give presentation to civic and community organizations
   5. make contact with area ministers and distribute materials to their congregations
   6. develop advertisements for newspaper and radio distribution
   7. work with area schools in distributing materials and recruiting students
   8. make contact with former GED students in the community who would be interested in tutoring or who could make referrals
   9. act as a resource for persons interested in developing a similar program or needing information about reading

C. Develop and implement a plan for improving the reading services offered to the students at the institution
   1. inform faculty about the problems encountered by students with reading difficulties and of the assistance available from the reading coordinator
   2. develop a library of materials to assist instructors in working with poor readers in the content areas
   3. assist the learning center coordinator with diagnostic testing and remediation for low-level readers currently in the learning center on campus

4. conduct in-service training as needed
5. work in learning center as needed
6. answer the telephone to take messages and disseminate information

D. Act as resource person for the Blue Ridge Literacy Council
1. attend literacy council meetings
2. develop plan for the literacy council to assume responsibility of centers
3. assist in transition of responsibility of the reading project from Blue Ridge Tech to the literacy council
4. assist in distributing announcements of meetings

READING PROJECT ASSISTANT

RESPONSIBILITIES

1. Help reading coordinator with coding and cataloging materials, distributing information in community and running the centers
2. Visit designated centers weekly to bring materials and check on the materials being used at each center.
3. Provide clerical support for reading coordinator by typing, telephoning (see contacts made under reading coordinator's responsibility in setting up centers).
4. Assist in writing portions of the newsletter.
5. Assist in running workshops.
6. Tutor a student.
7. Assist in the development of materials for the centers
8. Disseminate information on the program, interview potential tutors and students,and assist tutors.
9. Set up appointments for initial contact with churches, agencies, etc. for follow-through by reading coordinator
10. Maintain a routine contact between tutor and student, disseminating information to them concerning activities of the project
11. Maintain an adequate supply of inventory for all centers
12. Assume responsibility in the absence of the reading coordinator

TUTOR COORDINATOR

PURPOSE:

To supervise tutor advisors, to provide overall management of tutors, and to coordinate the operation of a community reading center.

RESPONSIBILITIES:

1. To maintain a current inventory of supplies and materials in the center.
2. To submit, as needed, a request for materials and supplies to the Literacy Council.
3. To assist in the recruitment of volunteer tutors.
4. To assist in the recruitment of students.
5. To match tutor with student according to temperament and special needs.
6. To act as a contact for the Literacy Council.
7. To supervise tutor advisors by:
    a. maintaining schedule of periodic meetings.
    b. keeping accurate records
8. To conduct quarterly meetings with all tutors and tutor advisors working at the center.

WORKING RELATIONSHIP:

The tutor coordinator works with the appropriate Literacy Council representative. Both these people report directly to the Literacy Council.

TUTOR ADVISOR

PURPOSE:

To orient and advise students and tutors at a community reading center.

RESPONSIBILITIES:

1. To have achieved Senior or Master tutor status.

2. To complete necessary training to be a tutor advisor.

3. To be responsible for not more than eight tutors at a center. This responsibility includes:

   A. meeting with each tutor periodically

      1. Have initial telephone contact after first tutoring session
      2. Have interview with tutor after one month of tutoring
      3. Have follow-up meetings once every quarter thereafter.

   B. Be aware of any personality problems, learning disabilities, and conflicts and, if necessary, report to tutor coordinator.

   C. Be familiar with materials so that recommendations can be made to tutors for alternate and/or additional materials and methods.

   D. Be able to help the tutor develop solutions to problems, such as lateness, forgetting to bring materials, not doing homework, not understanding directions, etc.

4. To complete a tutor contact sheet for each advisee and submit to the center's tutor coordinator and the Literacy Council representative.

5. To have periodic interviews with each student to discuss the student's feelings about the program and his participation in it.

WORKING RELATIONSHIP:

The tutor advisor reports directly to the tutor coordinator and the Literacy Council representative.

TUTOR

PURPOSE:

To provide quality reading instruction to a non-reading or low-level-reading adult on an individualized basis.

RESPONSIBILITIES:

1. To attend Basic Literacy Workshop which is not more than fifteen hours.
2. To have a clear understanding of the materials used in tutoring.
3. To develop an individualized program for a student.
4. To gain an understanding of the characteristics of a non-reading adult.
5. To help student develop educational objectives.
6. To maintain a regular schedule of periodic meetings.
7. To maintain effective communication with the student as to procedures, necessary information (i.e. name and phone number of tutor, when and where meeting).
8. To complete and return to Blue Ridge Tech Reading Project office personnel all necessary records (i.e. monthly attendance sheets, enrollment sheets, and other pertinent forms).
9. To keep the appropriate Reading Project personnel informed at all times of special activities, accomplishments, needs and problems.
10. To be informed of Literacy Council meetings and in-service workshops by reading Newsletter and bulletin board announcements and to attend if desired.

WORKING RELATIONSHIPS:

The volunteer tutor will report directly to the tutor advisor and/or Reading Project personnel.

LEVEL: Primer

Adult Reading Program (Steck-Vaughn)
Barnell Loft Specific Skills Series - Picture & Preparatory Levels (Barnell Loft)
Cars, Cars, Cars (New Readers Press)
Crossword Puzzles (New Readers Press)
Decode Lab (Readers Digest)
Feelings Illustrated (New Readers Press)
Focus on Phonics: Book 1 (New Readers Press)
Grab - Blue Box Blue Deck (American Teaching Aids)
Hills' Garden Shop (New Readers Press)
House Help (New Readers Press)
In the Valley (New Readers Press)
Listen to the River (Kern Adult Literacy Council)
More Money (New Readers Press)
More Stories 1 (New Readers Press)
The Purple Egg (New Readers Press)
Yelling Gets a Baby Strong (Literacy Council of Alaska)

LEVEL: 1

Adult Reading Program (Steck Vaughn)
Alpine Run (Steck-Vaughn)
As a Twig is Bent (Literacy Council of Alaska)
Barnell Loft Specific Skills Series - Level A (Barnell Loft)
Beaming Sunshine (Steck Vaughn)
A Big 10-4 Good Buddy (Literacy Council of Alaska)
Can Ann Do It? (New Readers Press)
Capitalization and Punctuation - Set A (Barnell Loft)
City Living (New Readers Press)
Claws and Paws (Steck Vaughn)
Crossword Puzzles (New Readers Press)
Decode Lab (Readers Digest)
Focus on Phonics: Book 2A (New Readers Press)
Four Minutes to Die (Literacy Council of Alaska)
Full Count (Allyn & Bacon)
Gills and Bills (Steck Vaughn)
Grab - Blue Box - Red Deck (American Teaching Aids)
Hills at Work (New Readers Press)
Hugging is Loving (Literacy Council of Alaska)
Interpreting Idioms - Set A (Barnell Loft)
Is There a Gun in the House? (Literacy Council of Alaska)
It is Dark and Windy (Kern Adult Literacy Council)
Money Spent (New Readers Press)
More Cars, Cars (New Readers Press)
More Stories: Book 2 (New Readers Press)
On the Level (Allyn & Bacon)
Our World is Small (New Readers Press)
People (E.D.L.)
Pollution (New Readers Press)
Reading Ads - Set A (Barnell Loft)

LEVEL: 1 (continued)

Reading Schedules - Set A (Barnell Loft)
Reading Skill Builders (Readers Digest)
Reading Strategies Series AA 1-15 (EDL)
Something New (Literacy Council of Alaska)
Space Shot (Dreier)
Storybook for Beginners (Dreier)
Sunshine (Steck Vaughn)
Understanding Word Groups - A (Barnell Loft)

LEVEL: 1-2

Crossword Puzzles: Book 2 (New Readers Press)
David: From Shepherd Boy to King (New Readers Press)
Glenn Builds a Solar Greenhouse (BRT)
People (EDL)
Point 31 Reading Lab 1 (Readers Digest)
Reading Strategies Series - Level AA - Lessons 1-15 (EDL)
Sam's New Dress (BRT)
Stormy (Skylark)
The Story of Jesus (New Readers Press)

LEVEL: 2

Adult Reading Program (Steck Vaughn)
Banking Language (Janus)
Barnell Loft Specific Skill Series - Level B (Barnell Loft)
Bear Hug in the Sky (Literacy Council of Alaska)
Can You Top This (Steck Vaughn)
Capitalization & Punctuation - Set B (Barnell Loft)
A City for Ransom (Jamestown)
Clothing Language (Janus)
Credit Language (Janus)
Dr. Valdez (Jamestown)
Drivers License Language (Janus)
Drugstore Language (Janus)
Entertainment Language (Janus)
Eve (Kern Adult Literacy Council)
The First Christmas Tree (New Readers Press)
Focus on Phonics: 2B (New Readers Press)
Fun with Friends (Steck Vaughn)
From the Top (Allyn & Bacon)
Grab - yellow box - yellow deck (American Teaching Aids)
Interpreting Idioms - Set B (Barnell Loft)
Job Application Language (Janus)
The Man Who Stopped Time (Jamestown)
The Man With the Scar (Jamestown)
Mark II Reading Lab: Brown (SRA)
Medical Language (Janus)

LEVEL: 2 (continued)

Motorcross (Kern Adult Literacy Council)
Murder by Radio (Jamestown)
My Friend Anna (Kern Adult Literacy Council)
New Ways (New Readers Press)
Over and Out (Allyn & Bacon)
Paul (Kern Adult Literacy Council)
Prime Time (Allyn & Bacon)
Play It Again (Allyn & Bacon)
Read Better (Steck-Vaughn)
Reading Ads - Set B (Barnell Loft)
Reading Schedules - Set B (Barnell Loft)
Reading Skill Builders (Readers Digest)
Reading Strategies Series - Level AA - Lessons 16-30 (EDL)
Level BA - Lessons 1-15 (EDL)
Restaurant Language (Janus)
Ruth: A Great Love Story (New Readers Press)
The Secret of Room 401 (Jamestown)
Sharing Whispers (Steck Vaughn)
Sound Puzzles (Slosson)
Space Shot (Dreier)
Stories for Fun Reading (Kern Adult Literacy Council)
Success at Work (Steck-Vaughn)
Supermarket Language (Janus)
Syllabication - Sets B1 - B2 (Barnell Loft)
Take - Set 1 (Garrard)
Tall Tales: Book 1 (Kern Adult Literacy Council)
Tall Tales: Book 2 (Kern Adult Literacy Council)
Tall Tales: Book 3 (Kern Adult Literacy Council)
Tell Lonely Goodbye (Literacy Council of Alaska)
The Time is Now (Allyn & Bacon)
Two for the Road (New Readers Press)
Understanding Word Groups - Level B (Barnell Loft)
Whispers (Steck Vaughn)
Wind Power (Steck-Vaughn)
With It (Allyn & Bacon)

LEVEL: 2-3

Alike But Different (Globe)
America's Story Book 1 (Steck-Vaughn)
America's Story Book 2 (Steck-Vaughn)
As a Child Grows (New Readers Press)
Black Beach (Fearon)
Candy Man (Fearon)
Crash Dive (Fearon)
The Demeter Star (Fearon)
Diamonds in the Dirt (Fearon)
Dream of the Dead (Fearon)
Escape from Tomorrow (Fearon)

LEVEL: 2-3 (continued)

Finding a Good Used Car (Janus)
Flight to Fear (Fearon)
Getting It Together - Vol 1 (SRA)
Grab - senior edition - yellow box (American Teaching Aids)
Gypsy (Fearon)
Journeys to Fame (Globe)
Jungle Trip (Jamestown)
Mark II Reading Lab - Lime (SRA)
The Money Game (Fearon)
Night of the Kachina (Fearon)
North to Oak Island (Fearon)
Pat King's Family (New Readers Press)
Reading Strategies Series - Level BA Lessons 16-30 (E.D.L.)
Sights and Sounds: Book 1 (Globe)
Silvabamba (Fearon)
So Wild a Dream (Fearon)
Sports Trip (Jamestown)
Star Trip (Jamestown)
Stories of Surprise and Wonder (Globe)
Survival Trip (Jamestown)
Three Mile House (Fearon)
Tiger, Lion, Hawk (Fearon)
The Time Trap (Fearon)
Time Trip (Jamestown)
The Verlaine Crossing (Fearon)
Weird and Mysterious (Globe)
Wet Fire (Fearon)
When a Baby is New (New Readers Press)
Windows (E.D.L.)
Wind over Stonehenge (Fearon)
World of Vocabulary: Book A (Globe)

LEVEL: 3

Adult Reading Program (Steck Vaughn)
Barnell Loft Specific Skills Series - Level C (Barnell Loft)
Caboose Mystery (Scott Foresman)
Capitalization and Punctuation: Set C (Barnell Loft)
The Christmas Story (New Readers Press)
Comprehension Crossword Puzzles: Book 1 (Jamestown)
Devilrow (Steck Vaughn)
Essential Skills Series ES 1 and ES 2 (Jamestown)
Falling Raindrops (Steck Vaughn)
Fight Homemade Poison (Literacy Council of Alaska)
Frankenstein (Crestwood)
Houseboat Mystery (Scott Foresman)
I am One of These (New Readers Press)

LEVEL: 3 (continued)

Interpreting Idioms - Set C1 - C2 (Barnell Loft)
Mark II Reading Lab - Aqua (SRA)
Mountain Top Mystery (Scott, Foresman)
Of Mice and Men (Bantam)
People and Places (New Readers Press)
Putting the Sun to Work (Garrard)
Raindrops (Steck Vaughn)
Reading Ads: Set C (Barnell Loft)
Reading Comprehension (Instructo)
Reading Comprehension in Varied Subject Matter: Book 1 (Educators)
Reading Schedules: Set C (Barnell Loft)
Reading Skill Builders (Reader's Digest)
Reading Strategies Series CA Lessons 1-15 (E.D.L.)
Saving Electricity (Garrard)
Schoolhouse Mystery (Scott, Foresman)
Space Shot (Dreier)
Stranger than Fiction (Globe)
Syllabication: Set C1-C2 (Barnell Loft)
Take - Set 2 (Garrard)
They Never Came Home (Avon)
Too Much Garbage (Garrard)
Tree House Mystery (Scott Foresman)
Turning Point (Globe)
Understanding Word Groups: Book C (Barnell Loft)
Wheeling It (Steck Vaughn)
Your Code Name is Jonah (Bantam)

LEVEL: 3-4

Action English Series: Nouns, Verbs, Sentences (Steck Vaughn)
Adult Reader, Revised (Steck Vaughn)
Bicycle Motocross (Crestwood)
Black Beauty (Wieser)
Black Crusaders for Freedom (Garrard)
The Call of the Wild (Wieser)
Danger in the Air (Crestwood)
Desperate Search (Crestwood)
Disco Dancing (Crestwood)
Dr. Jekyll and Mr. Hyde (Wieser)
Dracula (Wieser)
A Dream with Storms (New Readers Press)
Fabulous Frisbee (Crestwood)
Five Dog Night and Other Tales (New Readers Press)
Forty Days Lost (Crestwood)
Found Alive (Crestwood)
The Founding Fathers (Garrard)
Four Women of Courage (Garrard)
Frankenstein (Wieser)

LEVEL: 3-4 (continued)

Freestyle Skiing (Crestwood)
Frozen Terror (Crestwood)
Getting It Together - Vol. 2 (SRA)
The Great Adventures of Sherlock Holmes (Wieser)
Grizzly (Crestwood)
Gulliver's Travels (Wieser)
Hang Gliding (Crestwood)
Helping Your Handicapped Child (New Readers Press)
Homophone Game (Stone's Southern School Supply)
Huckleberry Finn (Wieser)
The Hunchback of Notre Dame (Wieser)
Images (E.D.L.)
Indian Patriots of the Eastern Woodlands (Garrard)
The Invisible Man (Wieser)
Journey to the Center of the Earth (Wieser)
Kidnapped (Wieser)
Kite Flying (Crestwood)
Let's Hear it for America (Garrard)
The Many Ears of CB Radio (New Readers Press)
Marathon Running (Crestwood)
Mark II Reading Lab - Blue (SRA)
Men of the Wild Frontier (Garrard)
Mistaken Journey (Crestwood)
Moby Dick (Wieser)
Mountain Climbing (Crestwood)
The Mysterious Island (Wieser)
Profiles: A Collection of Short Biographies (Globe)
Reading Strategies Series - Level CA lessons 16-30 (E.D.L.)
Real Stories: Book A (Globe)
The Red Badge of Courage (Wieser)
Roller Skating (Crestwood)
The Scarlet Letter (Wieser)
Sights and Sounds - Book 2 (Globe)
Skateboarding (Crestwood)
Skydiving (Crestwood)
Spelling Steps: Part 1 (Steck Vaughn)
Steps to Take (Steck Vaughn)
The Story of My Life (Wieser)
The Super Showmen (Garrard)
Surfing (Crestwood)
Synonym-Antonym Game (Stone's Southern School Supply)
Take Care of Millie (New Readers Press)
A Tale of Two Cities (Wieser)
There Really is Sound (New Readers Press)
They Loved the Land (Garrard)
Three Musketeers (Wieser)
The Time Machine (Wieser)

LEVEL: 3-4 (continued)

Tom Sawyer (Wieser)
Trapped in Devil's Hole (Crestwood)
20 000 Leagues Under the Sea (Wieser)
Treasure Island (Wieser)
The War of the Worlds (Wieser)
We Honor Them, Vol. 1 (New Readers Press)
We are What We Eat, Revised (Steck Vaughn)
Women Who Dared to Be Different (Garrard)
World of Vocabulary - Book 1 (Globe)
You and Your Money (Steck Vaughn)

LEVEL: 4

Adult Reading Program (Steck Vaughn)
American Folklore and Legends (Globe)
Ancient Astronauts (Crestwood)
Aquarium Fish (Lerner)
Aquariums (Lerner)
Archaeology (Lerner)
Barnell Loft Specific Skills Series - Level D (Barnell Loft)
Beginning Critical Reading (Southern School Supply)
Bermuda Triangle (Crestwood)
Beyond Time and Space (Globe)
Bigfoot (Crestwood)
Bird Watching (Lerner)
Birds of the World (Lerner)
Boating (Lerner)
Can You Give First Aid? (New Readers Press)
Capitalization and Punctuation - Set D (Barnell Loft)
Carlos: With My Own Hands (New Readers Press)
Creatures of Pond and Pool (Lerner)
Comprehension Crossword Puzzles: Book 2 (Jamestown)
Domestic Pets (Lerner)
Essential Skills Series: ES3 and ES4 (Jamestown)
Fishing (Lerner)
Footsteps (Steck Vaughn)
Forgotten World (Crestwood)
Free Fall (Steck Vaughn)
Go: Vol DA (E.D.L.)
Godzilla (Crestwood)
The Green Invasion (Crestwood)
Interpreting Idioms: Set D1-D2 (Barnell Loft)
The Loch Ness Monster (Crestwood)
Mark II Reading Lab: Purple (SRA)
Medical Emergency (Crestwood)
Melaine: Proving Myself (New Readers Press)

LEVEL: 4 (continued)

Meteor from the Moon (Crestwood)
Monster Tales of Native Americans (Crestwood)
Mystery on Mars (Crestwood)
Myths and Folk Tales Around the World (Globe)
Night Crossing (Steck Vaughn)
Paul: But What Suits Me (New Readers Press)
Planet of Ice (Crestwood)
Practice in Critical Reading Skills (Southern School Supply)
Read the Instructions First (New Readers Press)
Reading Ads: Set D (Barnell Loft)
Reading Comprehension (Instructo)
Reading Comprehension in Varied Subject Matter - Book 2 (Educators)
Reading Schedules: Set D (Barnell Loft)
Reading Skill Builders (Reader's Digest)
Rocks and Minerals (Lerner)
Shell Collecting (Lerner)
The Silent Invaders (Crestwood)
Space Shot (Dreier)
Spelling Steps: Part 2 (Steck Vaughn)
Strangers in NMA6 (Crestwood)
Syllabication: Sets D1-D2-D3 (Barnell Loft)
Tales of Mystery and the Unknown (Globe)
Terrariums (Lerner)
This is Your Body (New Readers Press)
UFO's (Crestwood)
Understanding Word Groups: Set D (Barnell Loft)
Unwanted Visitors (Crestwood)
Wandering Footsteps (Steck Vaughn)
Weather Forecasting (Lerner)
Where the Red Fern Grows (Bantam)
Wild Animals of Africa (Lerner)
Your Rights When You're Young (New Readers Press)

LEVEL: 4-5

Agriculture (Allyn and Bacon)
Alone (Barnell Loft)
The Automobile (Allyn & Bacon)
Blondin: Hero of Niagara (Barnell Loft)
The Cardiff Giant (Barnell Loft)
Carpentry (Allyn & Bacon)
The Challenge of Sports (Globe)
Claiming a Right (New Readers Press)
Electricity (Allyn & Bacon)
Electronics (Allyn & Bacon)
Escape (Barnell Loft)
Glenda's Long Swim (Barnell Loft)
Horror Overhead (Barnell Loft)
Joshua James (Barnell Loft)

LEVEL: 4-5 (continued)

The Long Search (Barnell Loft)
Mark II Reading Lab - Violet (SRA)
Martin Luther King (New Readers Press)
Metal and Machines (Allyn & Bacon)
Reading Strategies Series: Set CA lessons 16-30 (EDL)
The Red Baron (Barnell Loft)
17 Minutes to Live (Barnell Loft)
Soldier Girl (Barnell Loft)
Something True, Something Else (Globe)
Titanic (Barnell Loft)
World of Sports: Book 1 (Globe)
World of Sports: Book 2 (Globe)
World of Vocabulary: Book 2 (Globe)
Writing to Others (New Readers Press)

LEVEL: 5

Barnell Loft Specific Skills Series - Level E (Barnell Loft)
Beginning Critical Reading (Southern School Supply)
The Case of the Five Orange Pips (Jamestown)
The Case of the Six Napoleons (Jamestown)
Coming Through (Allyn & Bacon)
Comprehension Crossword Puzzles - Book 3 (Jamestown)
Diable, A Dog (Jamestown)
Dracula (Crestwood)
Essential Skills Series: ES5 and ES6 (Jamestown)
Filling Out Forms (New Readers Press)
The Girl from Pike County (Jamestown)
Having a Baby (New Readers Press)
Help Yourself to Health (New Readers Press)
How It Is (Allyn & Bacon)
Island of the Blue Dolphins (Dell)
It's On the Map (New Readers Press)
King Kong (Crestwood)
The Law of Life (Jamestown)
Lisa Bright and Dark (Signet)
The Luck of Roaring Camp (Jamestown)
Mad Scientists (Crestwood)
Maintaining Your Car (New Readers Press)
Mark II Reading Lab: Rose and Red (SRA)
The Marriage of Lit-lit (Jamestown)
Mliss (Jamestown)
The Musgrave Ritual (Jamestown)
Nam-Bok, the Liar (Jamestown)
Opening Doors (New Readers Press)
Our United States (New Readers Press)
The Outcasts of Poker Flats (Jamestown)
Practice in Critical Reading Skills (Southern School Supply)
Reading Comprehension (Instructo)
Reading Comprehension in Varied Subject Matter - Book 3 (Educators)
Reading Skill Builders (Reader's Digest)
The Red-Headed League (Jamestown)

LEVEL 5 (continued)

Spelling Steps: Part 2 (Steck-Vaughn)
This Cool World (Allyn & Bacon)
This Cool World - One (Allyn & Bacon)
This Cool World - Two (Allyn & Bacon)
Using the Telephone (New Readers Press)
White Water (Steck Vaughn)
The Wolf Man (Crestwood)
Your Daily Paper (New Readers Press)

LEVEL: 5-6

Basic Reading: Book 1 and 2 (Steck Vaughn)
Big Red (Bantam)
Getting It Together: Vol. 3 (SRA)
How to Get a Job and Keep It (Steck Vaughn)
Just for Fun (Barnell Loft)
Mark II Reading Lab: Red (SRA)
Meet the Monsters (Barnell Loft)
Superstars of Country (Steck Vaughn)
Superstars of Movies/TV (Steck Vaughn)
Superstars of Rock (Steck Vaughn)
Superstars of Soul (Steck Vaughn)
Superstars of Sports (Steck Vaughn)
What's Your Phobia (Barnell Loft)
Words Without Words (Barnell Loft)
World of Vocabulary - Book 3 (Globe)

LEVEL: 6

Barnell Loft Specific Skills Series - Level F (Barnell Loft)
Beginning Critical Reading (Southern School Supply)
Comprehension Crossword Puzzles: Book 4 (Jamestown)
How to Register and Vote (New Readers Press)
Just Wait Til You Have Children of Your Own (Fawcett Crest)
Let's Look It Up (New Readers Press)
Mark II Reading Lab: Orange (SRA)
Practice in Critical Reading Skills (Southern School Supply)
Quiet Flight (Steck Vaughn)
Reading Skill Builders (Reader's Digest)
Spelling Steps: Part 2 (Steck Vaughn)
Spelling Steps: Part 3 (Steck Vaughn)

LEVEL: Above Level 6

Mark II Reading Lab: Gold (SRA)
Spelling Steps: Part 3 (Steck Vaughn)

LEVEL: All

All about the Dictionary (Amsco)
Application Forms (Frank E. Richards)

LEVEL: All (continued)

Better Spelling (Hayes)
Checkups for Skillbooks (New Reader's Press)
Context Phonetic Clues (Curriculum Associates)
Decoding Strategies (SRA)
Forms in Your Future (Globe)
Guinness Book of World Records (Bantam)
Instructional Aid Packs (Barnell Loft)
Label Talk (New Readers Press)
Machine-Age Riddles (New Readers Press)
Meeting Basic Competencies in Reading (Frank E. Richards)
Merriam Webster Thesaurus (Pocket Books)
Quad Dominoes (BRTC/WCU)
Reading for Survival (Frank E. Richards)
Reading the Newspaper (Perry-Neal)
Review and Reinforcement Ideas (New Readers Press)
Signs Around Town (New Readers Press)
Skill Applications (SRA)
Star Trek (Pocket Books)
Studying for a Driver's Test (New Readers Press)
Useful Arithmetic, Vol I and Vol II (Frank E. Richards)
Webster's New World Dictionary (Prentice-Hall)
Word Attack Basics (SRA)
The Word Machine (Joybug)

Classroom Reading Games Activities Kit (Center for Applied Research in Education)
Over 100 easy-to-make game activities for building specific individual reading skills. The areas covered are readiness, sight word knowledge, phonetic analysis, structural analysis, comprehension, and critical reading skills.

Experience Is the Best Teacher (Literacy Council of Alaska)

Guidelines to Teaching Remedial Reading (New Readers Press)
Book suggests procedures, word lists, guide to materials, games, and other motivational approaches and techniques for teaching word attack skills.

How to Teach Reading (Follett)
A practical handbook for reading instruction containing ideas and techniques which can be used to make reading programs more effective.

Motivation and Teaching: A Practical Guide (NEA)
Clearly outlines 82 different motivation strategies. Six key concepts are developed: attitudes, needs, stimulation, affect, competence, and reinforcement.

The Reading Corner (Goodyear)
Ideas, games,and activities for individualizing reading.

Reading with a Smile (Acropolis)
A collection of 90 reading games focusing on different problems in reading.

Teacher's Sampler (Book Lab)
Collection of ideas and materials for use in teaching students with reading problems, perceptual problems, and specific readiness needs.

Teaching Spelling (Curriculum Associates)

Teaching Word Attack Skills (Gorsuch)
Exercises on understanding phonic analysis (consonants, vowels, the letter y, r conditioned vowels, and special combinations that decode as /sh/), additional word attack skills (basic sight words, structural analysis, context clues and dictionary skills), and other considerations involving the needs of non-standard English speaking people.

Using Language Experience with Adults (New Readers Press)
Explanation of how to use the student's own dictations to help him/her learn to read.

Acropolis
2400 - 17th St., N.W.
Washington, D.C. 20009

Allyn & Bacon
470 Atlantic Avenue
Boston, Mass. 02210

American Teaching Aids
P.O. Box 1652
Covina, Ca. 91722

Amsco School Publishers
315 Hudson St.
New York, N.Y. 10013

Barnell Loft Ltd.
958 Church St.
Baldwin, N.Y. 11510

Blue Ridge Tech
Rt. 2
Flat Rock, N.C. 28731

Book Lab
1449 Thirty-Seventh St.
Brooklyn, N.Y. 11218

Center for Applied Research
in Education
521 Fifth Avenue
New York, N.Y. 10017

Crestwood House
P.O. Box 3427
Dept. 1014
Hwy. 66 South
Mankato, Mn. 56001

Curriculum Associates
5 Esquire Road
N. Billerica, Mn. 01862

EDL
401 S. Fourth St.
Smithfield, N.C. 27577

Educators Publishing Service
75 Moulton St.
Cambridge, Mass. 02138

Fearon-Pitman Learning, Inc.
6 Davis Dr.
Belmont, Cal. 94002

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, Illinois 60607

Frank E. Richards Publishing Co.
P.O. Box 66
Phoenix, N.Y. 13135

Garrard Publishing Co.
Champaign, Illinois 61820

Globe Book Co.
50 West 23 St.
New York, N.Y. 10010

Goodyear Publishing Co.
Salt Lake City, Utah

Gorsuch Publishers
185 Main St.
Dubuque, Iowa 52001

Hayes School Publishing
Co. Inc.
School Specialties Co.
P.O. Box 187
Belmont, N.C. 28012

Instructo
Educational Experiences
Associates
P.O. Drawer Q
Six Mile, S.C. 29682

Jamestown Publishers
Dept. JR-10
P.O. Box 6743
Providence, R.I. 02940

Janus Book Publishers
2501 Industrial Parkway W.
Haywood, Ca. 94545

Joybug Teaching Aids
P.O. Box 733L
Parsons, KS 67357

Kern Adult Literacy Council
220 Eighteenth St.
Bakersfield, Ca. 93301

Literacy Council of Alaska
916 3rd Ave.
Fairbanks, Alaska 99701

NEA Distribution Center
The Academic Bldg.
Saw Mill Rd.
West Haven, Ct. 06516

New Reader's Press
Box 131
Syracuse, N.Y. 13210

Perry Neal Publishers
P.O. Box 2721
Durham, N.C. 27705

Prentice Hall, Inc.
Dept. K-79
Englewood Cliffs, N.J.
07632

Reader's Digest
Educational Division
Pleasantville, N.Y.
10570

SRA-Order Dept.
155 N. Wacker Dr.
Chicago, Il. 60606

Scott-Foresman
1955 Montreal Rd.
Tucker, Ga. 30084

Slosson Education
Publications
P.O. Box 280
East Aurora, N.Y .14052

Southern School Supply
35 S. Commerce St.
Liberty, S.C. 29657

Steck-Vaughn
1602 Brownlea Drive
Greenville, N.C. 27834

Stone's Southern School
Supply
P.O. Box 189
Raleigh, N.C. 27602

Weiser Educational
P.O. Box 538
El Toro, Ca. 92630

1979-1980 BUDGET

ARC GRANT	
Salaries and benefits (Reading Coordinator, Reading Project Assistant Part-time help in centers)	26,000
Travel	1,300
Supplies and Equipment (for six reading centers)	13,725
Other (publicity, workshops)	3,975
STATE MATCHING FUNDS	
Supplies and equipment	2,000
STATE IN-KIND FUNDS	
Use of facilities (telephone, electricity, office space, postage, etc.)	7,300
Supplies	300
Pro-rated percent of salary of tutor trainer	6,140

1980-1981 BUDGET

ARC GRANT	
Salaries and benefits (Reading Coordinator Reading Project Assistant)	30,025
Equipment	510
Supplies	6,640
Travel	1,725
Other	925
STATE MATCHING FUNDS	
Travel	500
Supplies	200
Equipment	500
STATE IN-KIND FUNDS	
Use of Facilities	7,300
Supplies	200
Pro-rated salary	6,450

The Blue Ridge Tech Reading Project is offering free, private reading lessons for adults.

If you are an adult who would like to read better, please call us. We can help you.

If you know an adult who has problems in reading, please tell that person about our program.

If you would like to work as a tutor in the program, please call us. No previous experience is necessary.

Classes are now being held at community reading centers throughout the county.

Call the Blue Ridge Tech Reading Project office in Henderson County at 692-3572, extension 35 or the Transylvania County office at 883-2520.

We need your help to make our program a success!

BLUE RIDGE TECH

READING PROJECT

PERSONS WHO NEED TO READ THIS CAN'T!

There are **MANY** of your friends and neighbors who are non-readers or very poor readers. They can learn to read better, with your help at Reading Centers located throughout Henderson County. They can have private and personal instruction at no charge. For more details about where these centers are and about how you can help, **call the Blue Ridge Tech. Reading Project at 692-3572.**

BLUE RIDGE

Please take a flyer and share contents with others

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THE PERSONS WHO NEED TO READ THIS CAN'T!

There are **MANY** of your friends and neighbors who are non-readers or very poor readers. They can learn to read better, with your help at Reading Centers located throughout Henderson County. They can have private and personal instruction at no charge. For more details about where these centers are and about how you can help, **call the Blue Ridge Tech. Reading Project at 692-3572.**

CONSTITUTION
THE BLUE RIDGE LITERACY COUNCIL

I. NAME: The name of this council shall be The Blue Ridge Literacy Council.

II. PURPOSE: The purpose of The Blue Ridge Literacy Council is to
   a. Recruit and tutor individuals with minimal reading and writing skills;
   b. Train new tutors and provide refresher training and inspiration for tutors, trainers, and leaders in Laubach methodology;
   c. Promote interest and cooperative efforts of the citizens of the two-county area of Henderson and Translyvania in the activities of The Blue Ridge Literacy Council;
   d. Work cooperatively with other literacy projects in the state of North Carolina and with the Laubach U.S.A. program through its National Affiliation for Literacy Advance (NALA).

III. MEMBERSHIP: Membership is open to individuals interested in volunteer literacy activities. At least 75% of the members must have received NALA-approved training. Membership is conferred upon payment of dues to the Council.

IV. AFFILIATION: The Council shall affiliate as a group member of
   a. North Carolina Literacy Association
   b. National Affiliation for Literacy Advance

V. OFFICERS: The officers of the Council shall be
   a. Chairperson- shall administer and coordinate the efforts of the Council.
   b. Vice-Chairperson- shall administer in the absence of the chairperson.
   c. Secretary- shall record minutes of meetings, assist in sending newsletters and other notifications to members, and record and report statistics of new readers' progress and tutors' hours.
   d. Treasurer- shall keep the financial records of the Council, record all incoming and outgoing monies and funds in keeping with acceptable bookkeeping practices, and pay all approved invoices and obligations.

VI. COMMITTEES: The membership of all committees shall include a minimum of one person from each county.
   a. Nominating Committee
   b. Publicity Committee
   c. Reading Centers Committee
   d. Supplies Committee
   e. Membership Committee
   f. Ways and Means Committee

VII. DUES: All membership dues are due June first of each year. The dues will be split equally among The Blue Ridge Literacy Council, the North Carolina Literacy Association, and the National Affiliation for Literacy Advance.

VIII. MEETINGS: The Council shall hold a meeting not more than once every six weeks with these meetings alternating between the two counties.

IX. AMENDMENTS: This document may be amended by affirmation of two-thirds of the members present at a regular meeting of the Council.

TUTOR CONTACT SHEET

TUTOR'S NAME: _____

STUDENT'S NAME: _____

TUTOR ADVISOR: _____

Date of Contact	Type of Contact (letter, telephone, personal visit, etc.)	Comments (topics discussed, action taken, etc.)	Check if Coordinator was notified

TO BE COMPLETED TO TRIPLICATE (original remains with tutor advisor, 2nd copy to center coordinator, 3rd copy to Literacy Council Representative)

7-28-80